

## FOR TEACHERS IN THE INTERMEDIATE DEPARTMENT

By Rev. C. F. McIntosh, B. D., Campbellford, Ont.

Teachers in the Intermediate Department should study carefully the scholars' materials in the *INTERMEDIATE QUARTERLY* OF LEAFLET.

We might begin this lesson by asking why Jesus used so many parables in his teaching. From the answers, it will be easy to learn the pupils' ideas of a parable, of which there are three in the lesson.

*Good and Bad Growing Together*, vs. 24-30. Ask some pupil to tell why wheat and tares are difficult to distinguish in their early growth. Note the reason for the farmer's not pulling up the tares, as given in the quotation from *The Land and the Book*. Have the class give arguments for and against this toleration of the bad among the good. Call for a reason why this parable was given. Has it any significance for people to-day, and for the members of your class? Emphasize the solemn truth that separation comes at last, and the worthless is destroyed.

*Growth from Small Beginnings*, vs. 31, 32. Question the class about the number of Christ's followers in the days when Jesus gave this parable. Would these disciples likely be discouraged as at times they would contrast their numerical weakness with the strength of paganism? Have the pupils show how this illustration from nature would give encouragement. Discuss the aptness of the mustard plant for this purpose. Note

that among the Jews the mustard seed was mentioned in a proverb as the insignificantly small. The fact which gives point to the parable is that this very small seed produces a relatively large plant. This plant in comparison with others is like "a tree." Consider the picture of the birds flocking to this tree for food or shelter. What suggestions does it contain of the kingdom's function? Give to your class, or get from them, historical illustrations of the truth taught in this parable. The spread of the kingdom in Korea suggests itself.

*The Kingdom's Quiet Transforming Power*, v. 33. Get one or more pupils to describe the process by which yeast permeates and transforms the flour in baking. Note the closeness of Jesus' observation as shown here. What is the significance of "three" and "hid?" Point out the inward, quiet, effective working of the rule of God in the human life and in society. Ask the class to mention phases of our church life not yet fully leavened. Invite helpful suggestions rather than mere criticism. What bearing has this parable upon our missionary policy and upon our social service outlook as a Christian church?

## FOR TEACHERS IN THE JUNIOR DEPARTMENT

By Miss B. A. Ross, Toronto

Teachers in the Junior Department should study carefully the scholars' materials in the *JUNIOR QUARTERLY* OF LEAFLET.

Ask how many parts there are in to-day's lesson passage. What name is given to each part, and in which verses each parable is recorded. Make clear the meaning of the word parable. The great difference between a parable and a fable is that in a parable no impossibilities are introduced. The ordinary events and experiences of life are used to illustrate some great truth. Tell your pupils that Jesus made frequent use of this form of teaching and ask who can recall any parables studied in former lessons. (See Matt. 7:24-27; 11:16-19.)

Picture the scene of to-day's lesson. Jesus was seated in a boat on the sea of Galilee, talking to a great crowd of people who stood on the shore listening eagerly, vs. 1, 2. In his teaching that day he used several parables, three of which form our lesson passage. Who can tell what he wished to teach? Discuss the meaning of the term, the kingdom of heaven. Ask how Jesus knew all about it and why he wished to tell about it to others.

Have the story of the wheat and the tares (vs. 24-30) read or told. Tell the class that, as it was springtime, Jesus could see, from